

THE IMPLEMENTATION OF EDUCATION CHARACTER ON MORAL IN MTsN (ISLAMIC JUNIOR HIGH STATE SCHOOL) 1 PONTIANAK IN THE ACADEMIC YEAR 2015/2016

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ABSTRACT

This paper based on the importance of moral character that it has been formed by cultural values and national character and it also can be found in the various subjects are contained in the standard of national curricula.

The foundation of moral development is Qur'an and Hadist that is enacted in National Education Law No. 20/2003 which stated "the education is aimed to develop of student potentials to become a pious and devoted to God, noble, knowledgeable, skilled, creative, independent, and become a citizen that have a democratic and responsible attitude. Further more this concept is implemented in a research and conducted at Islamic Junior High State School (MTsN) 1 Pontianak with achieving to see the implementation of character education on teaching moral.

The objective of this research is using quantitative research and descriptive analytical method to determine the social skills of students in that school. The population sample is 63 respondents by using a Likert scale. Meanwhile, this data research is also analysing the planning of the implementation of character education including the RPP, the strategies in moral learning, and the authentic assessment in the moral process.

I argue that the implementation of character education in teaching moral in MtsN 1 Pontianak, especially in class of VII, is 63.5%. Moreover, the moral's teachers have been implementing the RPP, a character based learning strategies, and implementation of authentic assessment of learning morals but should be elevated.

Keywords: Implementation, Character Education, Lesson Plans, Strategies, Authentic Assessment, and Learning Morals.

I. INTRODUCTION

In essence, the school not only as a "transfer of knowledge". Fraenkel (1977: 1-2) says that the school institution in the learning process oriented value (value-oriented enterprise). Furthermore, Fraenkel also quoted John Childs stating that the organization is a school system to control the pattern of development of learners towards the formation of character and better.

Kihajar Dewantara in (Munawar, 2009: 339) stated that the character can be formed through the effectiveness of education as a tool to sensitize individuals in identity. Therefore, National Long Term Development Plan (RPJPN) and the Law on National Education System (UUSPN) is a cornerstone firm to execute operationally based education culture and national character. Implementation of these premises then poured the Ministry of National Education in the 2010-2014 National Action Plan for Character Education (2010) as the value of education, character education, moral education, character education in developing the ability of the entire school community.

From the initial findings of the study revealed that the implementation of the existing curriculum have a composition of 20% in the form of 80% hard skills and soft skills. Therefore, the quality of character education learners need to be improved or at least there is a balance between hard skills and soft skills. The learning activities in the development of the character of the students also need to be developed using learning approach of contextual, cooperative learning, problem-based learning, project-based learning, instructional services, work-based learning, and ICARE (introduction, Connection, Application, Reflection, Extension) (MONE, 2011: 15) the value-character values in PAI learning (moral education) can be implemented on a sphere to develop student attitudes. Thus, teachers need to integrate character education in planning the implementation of learning (RPP), integrate and implement character education in strategy and evaluation, so that the educational goals can be achieved with optimal character.

From the analysis of a sample of 63 respondents that the average social skills of students of class VII MTsN 1 Pontianak Academic Year 2015/2016 63.5%, the highest level of social skills 81.37% and 43.63% of the lowest social skills. The average value of 63.5% of students social skills. Therefore, character education students in MTsN 1 Pontianak minimum VII class and social skills need to be improved.

Research focused on some of the issues is the first condition of social skills of students in MTsN 1 Pontianak. Second, the implementation of character education in planning the implementation of learning (RPP), Third, implementation character education in morals learning strategy. Fourth implementation evaluation of character / authentic learning the character / characters.

II. THEORETICAL REVIEW

Implementation of Character Education in Learning Process Morals

Character Social skills are the character of someone who can shape the attitudes of social awareness, relationship, respect, communicative, responsive, feed back, acting in accordance with the norm, Combs & Slaby (in Cartledge & Milburn, 1992: 7) explains that social skills are the ability to interact with others in a social context in ways that specifically acceptable socially and values that are useful to themselves and others. Social skills as learned behaviors, which are used by individuals in interpersonal situations in the environment "(Maria Assunta, 2013: 171).

There are several aspects in developing social skills such as: (1) Learning with communicative and play together learners, (2) Learning to interact by peers, (3) Learning to get along harmoniously, (4) Learn to know the characteristics of learners, (5) Learning sharing among fellow, (6) Learning to respect the rights of others, (7) Learn to solve problems (Ria Adistyasari, 2013: 12).

Some understanding of the above, it is clear that social skills are the characters that exist in a person can shape the attitudes of social care, relationships with others, respect yourself and others, the ability to communicate, the ability to hear the opinions of others, give or receive feed back, acting in accordance with the norms and rules, the ability to put himself well in its environment so that it is socially acceptable, but also a personal benefit, mutual benefit, or primarily for the benefit of others and the ability to accept criticism from others. In essence, social relationships called by Allah to mankind to know each other, friendship and mutual relations will you please help.

Implementation of Character Education in Learning Implementation Plan (RPP) in Learning Morals

The preparation of learning programs in Curriculum Education Unit is Learning Implementation Plan (RPP). According to the Center for Curriculum, Research and Education Ministry RI (2006: 3), the lesson plan is:

"The plan that describes the procedures and organization of learning to achieve a basic competencies specified in the standard content and outlined in the syllabus. The scope of the most comprehensive lesson plan includes 1 (one) competency base consisting of 1 (one) indicator or several indicators for 1 (one) meetings or more. "

According to the Vienna Sanjaya (2008: 35) the planning function is as follows: a) The creative function; b) innovative function; c) communicative function; d) predictive function; e) The function of accuracy; f) The function of the achievement of objectives; g) The control function. Planning in learning are properly implemented, because planning has many functions, ie creative, initiatif, communicative, control, achieving goals, accuracy, and predictive functions. All of these functions must be implemented properly so that the learning objectives can be achieved with good.

According Kemdikbud, several steps must be performed teachers in lesson preparation, namely: a) Formulate learning objectives; b) Formulate means of evaluation / assessment; c) Choose the essential subject matter to be mastered and developed in learning strategies; d) Based on the material characteristics (teaching materials), the teachers choose learning strategies as the student learning experience. (MONE, 2006: 2). Islamic Religious Education Learning especially learning morals is to educate boys ever had noble characters or akhlakul karimah, therefore learning implementation plan (RPP) should be compiled based on the character.

The development of the values of character education in each subject is done by integrating the values of character education into the basic competence (KD) corresponding to the content standards (Ministerial Regulation No. 22 of 2006). Total KD in each subject that can be integrated values of character education is different. Furthermore, the basic competencies integrated values of character education were developed in the syllabus and lesson plan (RPP). (MONE, 2011: 30)

In the planning activities of character education, teachers must first be designing learning. Some things need to be done in the drafting stage include:

- a. Identify the types of characters that can realize the character education, which values / behaviors realized learners in the learning process.
- b. Develop educational materials in learning character. (Fathurrohman, et al., 2013: 193)

Preparation of character-based RPP must map the character values that are integrated with the basic competencies, indicators, and learning objectives, then set the material anyway, strategies, methods, media, learning resources, and evaluation of the corresponding characters are mapped.

Implementation of Character Education In Learning Strategy Morals

Developing strategies that character as it has been formulated in a copy Permendikbud No. 81A in 2013 (Permendikbud No. 81A In 2013: 33) that the learning strategy should be geared to facilitate the achievement of competence which have been designed in curriculum documents for each individual to be able to become independent learners throughout life. and that in turn they become an essential component to realize a learning society. Another quality that developed the curriculum and should be realized in the learning process, among others, creativity, independence, cooperation, solidarity, leadership, empathy, tolerance and life skills of learners

in order to establish and improve the character and dignity of the nation's civilization. To achieve the quality that has been designed in curriculum documents, learning activities need to use principles: (1) centered on the learner, (2) develop the creativity of learners, (3) creating conditions fun and challenging, (4) uncharged values, ethics, aesthetics, logic, and kinestetika, and (5) provide a diverse learning experience through the application of various strategies and methods of learning fun, contextual, effective, efficient, and meaningful. In learning, learners are encouraged to find their own and transform complex information, check the new information with the existing ones in his memory, and to develop into the information or ability to conform to the environment and the time of the place and time of his life. (Permendikbud No. 81A In 2013: 33)

In education, the strategy is defined as a plan, method, or series of activities designed to Achieves a particular goal edacational (David, in Vienna Sanjaya, 2008). J. R David, (in Vienna Sanjaya, 2008) mentions that the meaning contained learning strategy planning. That is, the conceptual strategy of a decision taken in the implementation of learning.

Furthermore, the National Education Minister Regulation No. 19 of 2005 says that the learning process of education was held in an interactive, inspiring, fun, challenging, motivating the students to actively participate and provide enough space for innovation, creativity and independence according to their talents, interests and development physical and psychological learners.

In connection with Anas Salahudin (2013: 216) describes the steps for implementing a strategy based character, as follows: Step I, learning strategy is best to limit the time to do a presentation (30%), bestow the most time (70%) for activities learners. With these activities, automatically learners will learn.

Step 2, "The human brain more quickly capture the information derived from the modalities visual engaged" (Venon Magnesen, of Texas University) To design a learning strategy is best to use a learning modality that high, that the modalities kinesthetic and visual access to information viewed, say , and do.

Step 3, the best learning strategy is to link what is taught with everyday life applications containing survival. Step 4, the best learning strategy is delivering materials to students with emotionally Involved. Avoid giving the material is tasteless and boring. Step 5, the best learning strategy is learning the which involves the participation of pesereta learners to produce tangible benefits and can be Directly Discussed by others. Learners feel have ability to show acknowlege upon himself.

As for the kinds of character-based instructional strategies, as follows: a) Contextual Learning (M. Shukri, 5); b) Learning-Based Character Education Investigation Group (Kharisma Ilyyana, 2013: 47); c) Thematic learning (SB. Mamat, 2005: 3); d) Team Assisted Individualization (I Nyoman Arya Pramana, 2014: 7); e) Learning Simulation Model (Asih in Nurhajrani, 2013: 2); f) Student Teacher Aesthetic Role-Sharing (Diah Tri Widayati, et al., 2010: 3).

Implementation of Character Based Assessment (Authentic Assessment) on Learning Morals

Authentic assessment emphasizes the ability of learners to demonstrate knowledge owned real. The assessment activities are not just ask or tapped the knowledge that has been known to learners, but also significantly performance of knowledge has been mastered. As stated Mualler (2008), that authentic assessment is a form of assessment in the which students are asked to perform real-word task that demonstrate meaningful application of essential knowledge and skills. So, is a form of authentic assessment tasks that require learners to demonstrate real-world performance significantly which is the essence of the application of knowledge and skills. (Ngadip, 2014: 4).

Based on the type, there are five types of the assessment of authentic popular use. (Rolheiser & Ross in Marhaimi and Artini, 2015: 3) as follows: a) Self-Assessment; b) Product Assessment; c) Project assessment; d) Performance Assessment; e) Portfolio Assessment.

Some of the advantages of authentic assessment can be described as follows:

- a. Collection of information learning progress
- b. Student achievement, especially not in comparison with the achievements of the group.
- c. Ratings are not only implemented teaching and learning process (PBM), but can be implemented as an ongoing PBM (assessment process).
- d. Evaluation criteria teacher student work can be discussed with students before the work was done (Komalsari, 2010: 150-151)

Evaluation of character education to function as follows: 1) The function selectively to hone the potential for excellence and his leadership, intensive training. 2) The following diagnostic functions are an assessment tool that meets the prerequisites and admission of students to guidance in education. 3) The function of measuring success is set variables that affect the process of character education (Anas Salahudin, 2013: 264-266).

Some of the tools used in the assessment of authentic according Kerka (in Sundari, 2014: 2) are: 1) the check list (regarding the achievement of objectives of student learning, progress reading / writing, learning

contracts and so on, 2) simulation, essays, and examples of other writings , 3) demonstration or performance, 4) interview time and interviews progress, 5) an oral presentation, 6) informal and formal observations by the teacher colleagues and others, 7) self assessment and questions with open answers. Meanwhile, according to Ibrahim (in Sundari, 2014: 2) define which types of alternative assessments as: 1) the assessment of performance, 2) observations and questions, 3) presentation and discussion, 4) projects and investigations, as well as 5) portfolios and journals. Moreover, it can also be used techniques of assessment, namely 1) interview, 2) a self-evaluation by the students, 3) made test students, and 4) homework.

III. RESEARCH METHODS

This study uses two approaches, namely quantitative and qualitative. A quantitative approach as described by John W. Cresswel in Harun Rashid (1999: 18) is an approach that will test or prove a theory, hypothesis, and others. With this approach to quantitative research, structured research instruments as a means of collecting data in the form of a questionnaire (questions). Then in the description of the analysis, which analyzes the data obtained from the results of research in the form of information and data relating to the themes to be studied. Data and information obtained through research tesbut field. (Asep Ahmad Yani, 2013: 41) Excavation data through this questionnaire was aimed to determine the social skills of students, especially students of class VII in MTsN 1 Pontianak. This research is a preliminary study and provide the basis for carrying out further research.

In research with quantitative approach. Variable research is a single variable, namely the social skills of students, especially students of class VII in MTsN 1 Pontianak. The following will explain the definition of a conceptual and operational definitions of the variables of this study. The population in this study were all students of class VII MTsN 1 Pontianak in Academic Year 2015/2016, amounting to 251 students, divided into 6 classes. Sample was done using simple random sampling technique, namely sampling provide equal opportunities every member of the population at random. Samples are partly or representative of the population studied (Arikunto 2010) .To determine the size of the sample if the subject is less than 100, better taken all. When the subject is greater may be taken between 20-25%. The formula used for sampling are:

$$n = 25\% \times N$$

Information :

n = number of sample

N = large population

The sample in this study was $25\% \times 251 = 63$ students. In accordance with this equation, the samples taken in this study is that the majority of the population, ie 63 251 students from seventh grade students of MTsN 1 Pontianak Year 2015/2016.

The technique of collecting data using questionnaires. Questionnaire is a series of question systematically arranged, then filled by the respondent, having filled in the questionnaire sent back or returned to the clerk or the researcher (Bugin, 2011: 123). The questionnaire used in this study is the rating scale. On a rating scale models, not only measures the attitudes alone but to measure respondents' perceptions of other phenomena, such as a scale to measure the socio-economic status, institutional, knowledge, skills, processes and other activities (Sugiyono, 2008: 98).

The next stage is a testing instrument. The research instruments were tested as many as 69 items statement. Instruments tested to 15 students of class VII MTsN 1 Pontianak selected randomly without regard to gender. Data collected from the instrument and then analyzed using SPSS version 18.0 Windows 2007 at the 0.05 significance level. If $r > r_{table}$ the item statement is said to be valid instrument and vice versa if $r < r_{table}$, the instrument is said to be invalid. The trial results of research instruments item 69 statement after the item is calculated by using SPSS version 18, as many as 51 items declared valid statement, and that is not valid statement as many as 18 items. Full results of testing the validity of the calculations can be found in the Appendix.

Further testing of reliability, test reliability of an item is a statistical test used to determine the reliability of a series of the item in question in reliability measure a variable. Reliability of the items tested by looking for coefficient Alpha by Reliability Analysis with SPSS ver. 18.0 for Windows. Will see the value of Cronbach's Alpha reliability of the entire item in one variable. To be more precise, by using SPSS, will also see the column Corrected Item Total Correlation. If $\alpha > r_{Table}$. The items then consistent, otherwise if $\alpha < r_{Table}$, item instrument inconsistent. The results of calculations with SPSS version 18 for window shows a reliable instrument item at 5% confidence level (Cronbach's Alpha value $0.975 > 0.514$ Compute r).

In a qualitative approach, researchers will describe the study as a whole by analyzing phenomena, events, activities, social attitudes, perceptions of people individually or in groups, either the data obtained through observation, interviews and documentation. Data analysis using the technique of Miles and Huberman (Sugiyono, 2008: 337) that divides the data analysis process into three parts, namely data reduction, data display,

and conclusion or verification. In qualitative research, the main instrument is the human. therefore the validity of the data is checked (and Nindin Dwi Putra Nusa Lestari, 2012: 87). To test the credibility of the research data of researchers using triangulation techniques. And Member Check,

IV. DISCUSSION AND ANALYSIS

Social Skill Level Class VII student Student MTsN 1 Pontianak, based on the results of questionnaires that have been validated and realibel (consistent) with 51 item statement by four model answers Likert scale (the value of each item statement, 4 = very good, 3 = good, 2 = pretty excellent and 1 = poor), the results obtained by processing SPSS version 18 for window, shown in Table. 1 Description Statistics

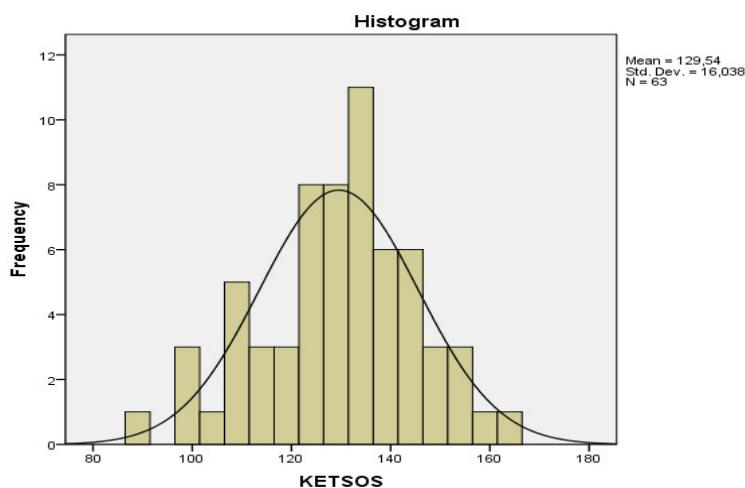
Table 1
 Descriptive Statistics Social Skills Students
 Class VII MTs Negeri 1 Pontianak Academic Year 2015/2016

	N	Range	Min	Max	Sum	Mean		Std. Dev.	Var	Skewness		Kurtosis
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic	Std. Error	Statistic	Std. Error
KET SOS	63	77	89	166	8161	129,54	2,021	16,038	257,22	-,258	,302	,004
Valid N (listwise)	63											

From Table 1 above, with the number of 63 samples of valid and normal distribution of data (skewness - 0.258 and kurtosis 0,004 near zero and is shown in Figure 4.1 below the obtained scores lowest 89 and highest score 166 with a range of 77 and an average of 129, 54. When compared with the ideal score of 204 (4×51 item statement.) Thus, the average social skills of students of class VII MTsN 1 Pontianak new school year of 2015/2016 reached 63.5% with the highest level of social skills number 81 , 37% and social skills of the lowest at 43.63%.

Thus, the frequency of data processing results with SPSS version 18 for windows. Based on the Value Range 77 and the lowest value of 89, set Distribution Frequency skills of the seventh grade students of MTsN 1 Pontianak, by counting the number of classes (K) with the rules Struges $K = 1 + 3.3 \log n$ and the length of the class interval (P) = Range (R) vs. proportional to number of classes (K) is denoted by $P = R / K$. (Supranto, 2008, page 73-74), then gained a lot of class rounded to 8 and grade interval length is rounded up to 11. Thus the distribution table shown in Table 2 below.

Fig. 1
Frequency Distribution of Social Skills Seventh Grade Students of MTsN 1 Pontianak Academic Year 2015/2016



Based on Fig.1 above it can be seen that the social skills of the seventh grade students of MTs Negeri 1 Pontianak largely on interval score 123-134 (34.92%), the lowest score interval (89- 101) as many as four students (6.35%) while the highest interval (159-170) only 2 students (3.18%). No student who has the skills

score sosial with maximum interval (183-204). By using a Likert scale criteria grouped into four categories, namely very good, good, fair and poor, the obtained results are listed in Table 3 below.

Table.2
Social Skill Level Seventh Grade Students of MTsN 1 Pontianak
Academic Year 2015/2016

No	Interval	Frequency	Percentage
1	89 – 101	4	6.35
2	102 – 122	14	22.22
3	123 – 134	22	34.92
4	135 – 146	15	23.80
5	147 – 158	6	9.13
6	159 – 170	2	3.18
7	171 – 182	0	0
8	183 – 204	0	0
Total		63	100

Table. 3
Social Skill Level Seventh Grade Students of MTsN 1 Pontianak
Academic Year 2015/2016

No	Skill Level	Likert Scale	Frequency	Percentage
1	Very Good	$X \geq 153$	5	7,94
2	Good	$102 \leq X < 153$	54	85,71
3	Pretty Good	$51 \leq X < 102$	4	6,35
4	Not Good	$0 \leq X < 51$	0	0
Total			63	100

Based on Table. 3 above can be seen that level of social skills of students of Class VII MTsN 1 Pontianak Academic Year 2015/2016 by Likert scale measuring as much as 7.94% is very good, good 85.71 and 6.35% sufficient. From the research character of social skills above, indicates that the noble character (social skills) students MTsN 1 Pontianak has not shown satisfactory results. This suggests that teachers need to do a character optimal effort in improving the noble character of students, especially students in MTsN 1 Pontianak.

Based on interview obtained from seventh grade teacher teaching morals MTsN 1 Pontianak, that the teachers that teachers lack an understanding of moral character in the integration of basic competencies, indicators of learning outcomes, learning objectives. But the moral teachers prepare lesson plans based on the syllabus, where in fact the basic competencies, indicators of learning outcomes and learning objectives on subjects morals by itself has reflected the noble character. It's important that teachers understand and reflect the noble character that has been mapped to be integrated in the basic competencies, indicators of learning outcomes and learning objectives. Therefore, the noble character which is integrated in the basic competencies, indicators of learning outcomes and learning objectives will provide guidance to teachers in defining and organizing material, strategy, media, learning resources, and evaluation of noble character-based learning.

Teacher character also do not understand that in the preparation of the material must integrate with the noble character must first be identified or mapped so that each delivery of material existing in the superior character that should be owned by the students. Although the actual material character itself is also a matter noble character, however, teachers must understand that the matter of moral or noble character is not just knowledge that must be possessed by the students but the point of emphasis is a knowledge that must be applied in everyday life, ie students applying noble character and refrained from despicable character. The essence of morality is a matter of knowledge that should be applied in accordance with the concept of piety, which is carrying out what is commanded by Allah (the values of goodness and virtue) and keep away from what is forbidden by Allah (evil, reprehensible).

Teacher character also do not understand that in setting the moral learning strategy should be integrated with a noble character. Besides it is also a teacher morals do not always form study groups as moral teachers in class VII MTsN 1 Pontianak, always changing strategies so that students do not get bored. This suggests that teacher morals, although not yet understand that in determining the learning strategy must integrate with the

noble character of the RPP, yet at the stage of implementation, teachers always assign moral learning strategies varied with the main goal so that students do not get bored in learning.

Furthermore, it also obtained information from interviews and observations, that teachers do not understand that in preparing the RPP, need to integrate media, learning resources, and evaluation with a noble character. It is known that teachers in preparing lesson plans just follow the example of other RPP or Syllabus, without understanding the various functions of the RPP itself. In fact, teachers must understand that through the use of media, learning resources, and evaluation based on character, will grow and develop noble character in students, the main character of helping the group work, (the media card, for example), independent (students seek their own sources of learning needed), honesty (preparing yourself, learning resources, and their jobs instead of others). In addition, through the media and creative learning resources, teachers more opportunities to introduce and inculcate noble character.

The teacher morals do not understand what is meant by creative functions, innovative, selective, predictive, accuracy, achieving goals, and control in the preparation of CSPs, especially in learning behavior. Whereas understand, know and apply the functions in preparation of RPP RPP is a competencies that must be owned by the teacher to develop a noble character.

However, although the teacher morals do not understand the implementation of character education in the preparation of lesson plans, teacher morals are always trying to encourage or provide assistance to students who do not have the expected character is to always advised outside hours of learning by doing approach, making myself as his friend outside hours of learning so students will easily accept the advice given to him. Furthermore, with regard to the implementation of character education in learning strategies, evaluation shows that teachers use a variety of instructional strategies for teachers in teaching moral character unique love-learning strategies uniquely tailored to the learning materials. But the teacher morals do not understand that the real purpose implement instructional strategies that vary not only to enable and motivate learning, even more than the implementation of a variety of learning strategies is to develop noble characters as characters polite in speech, character patience in hearing the speech of others, familiarize cooperate in team, develop the character of mutual respect for the opinions of others, responsibility and discipline in doing the task, developing a scientific character by analyzing and responding to the speech of others and the discussions and train the character of leadership, familiarize characters independent and hard work in completing tasks and reports in the form papers, familiarize characters open to criticism in the discussion, honest character and creative in making the task group, and various other noble characters.

Basically different types of learning strategies can develop noble character. One strategy STAR for example, is an academic activity that charged "character building". For learners. Characters who aspired is the mastery of strong discipline, reasoning and argument sufficient, able to communicate orally and in writing in a language that is good and true, polite and wise characterized by an attitude of educated (learned, smart, logic (common sense) insight (insight), caution (prudent), ethical (ethical), and is able to digest information (ability to digest). (Diah Tri Widayati, et al., 2010: 3) However, before determining a learning strategy based character, teacher morals must first mapping the character you want to be internalized in students by aligning them with learning materials.

Furthermore, with regard to the implementation of character education in the evaluation, the obtained information that morals do not understand an authentic assessment. Teachers morals just to understand a little about the benefits of self-assessment and self-assessment to improve learning achievement in character. Teachers also do not understand how to apply self-assessment in learning behavior.

Based on the results of research, evaluation shows that teachers do not understand the character of the product assessment. Furthermore, according to the morals of teachers do not understand the function of the product assessment in learning behavior. Teacher character also do not understand how to apply the products in the assessment of learning morals. The teacher morals do not understand about the project assessment, project assessment function is not yet understood and do not understand how to implement the project assessment in learning behavior.

Based on this research, it was found that the data do not yet understand the morals teacher performance assessment, do not understand the function of performance assessment and assessment functions to improve performance in teaching moral character. From the exposure data on the implementation of character education in the assessment or evaluation can be concluded that the teacher character class VII in Mts. Negeri 1 Pontianak Year 2014/2015 Education (Junior High School) do not understand about authentic assessment and its function in order to develop a noble character.

Real authentic assessment is a term coined to describe the various methods of alternative assessment. Various methods are allowing students can demonstrate their ability to complete tasks, solve problems, or express knowledge in a way to simulate situations that can be encountered in the real world outside the school environment. Various simulations are supposed to be able to express performance encountered in the real world of practice such as the workplace. An authentic assessment of learning can develop a variety of characters,

among others, honesty, responsibility, respect for the work and achievements of others, self-discipline, and a love of science. (M. Khusniati, 2012: 209)

Based on the type, there are five types of the assessment of authentic popular use. (Rolheiser & Ross in Marhaini and Artini, 2015: 3) as follows:

- a. Self-Assessment, which is a type of assessment that gives space to individuals to assess themselves (reflective) with a view to make the students familiar with mistakes or weaknesses. Step-by-step self-assessment is a decisive aspect of self-assessment is to be assessed, determine the assessment criteria, and formulate the assessment format. (Said Subhan Posangi, 2013)
- b. Product Assessment that the assessment is implemented on learning products made by learners. The results of this study can be presented how the learner can absorb the lesson that followed.
- c. Project assessment, which is the product assessment of project-based learning in which learners apply various concepts they have learned into a work of learning. When compared with the product, the project is the result of working with a broader theme than a product of learning in the classroom. Assessment Project can improve critical thinking skills, students have a high scientific attitude better than the critical thinking skills of students who have low scientific attitude. (Damanik and the Mount in A. Wijayanti, 2014 104)
- d. Performance Assessment is the assessment of the performance or appearance of the performance of students from the teacher's assignment where the students perform or show or do something to show achievement in learning. For instance, students assigned to role playing scenarios based on a short play that has been developed within the group over the guidance of teachers. After completion of the group were told to come forward and play a role. Rating actions or performance is the assessment of the action or practice tests that can effectively be used for the benefit of collecting a variety of information about the forms of behavior or skills that are expected to appear in learners. (Kunandar in Samsul Hadi, 2016: 187)
- e. Portfolio Assessment is a type of assessment where the students prepare and organize the work or school work, so that teachers or learners can equally assess the collection of these tasks objectively using a scoring rubric. For example in morality lessons, the portfolio made by each learner to create a folder to collect every work in moral lesson. Each material was collected by theme to include the results of the self-assessment or peer. From this folder, both teachers and learners can assess the quality of work, the level of the achievements and development of learning achievement honestly and objectively. Portfolio valuation approach is an approach that aims to measure how far the ability of learners to construct and reflect a task by collecting relevant. (Arifin in Wekaningsih, 2014: 122).

Based on the above discussion, authentic assessment consisting of self-assessment, product, project, performance, and the portfolio is character-based assessment. Because of this authentic assessment associated with various assignments that involve characters who support the completion of tasks such as the character of responsibility, hard work, cooperation, respect, diligence, perseverance, scientific, honesty, independence, and discipline.

V. CONCLUSION

1. Social skills class VII in the learning morals average was 63.5%. The students' social skills measured by using analysis of a sample of 63 respondents, showed that the average social skills of students of class VII MTsN 1 Pontianak new school year of 2015/2016 reached 63.5%, with the highest number of social skill level 81.37% and the lowest social skills by 43.63%. The average value of the social skills of students showed 63.5%, this means that the character education of students in Mts. School 1 class VII is not maximized and social skills need to be improved.
2. Teacher character class VII MTsN 1 Pontianak reduced understanding on the implementation of character education lesson plans, instructional strategies, and authentic assessment.
3. Teacher morals should further enhance competencies in preparing lesson plans, strategies, and character-based authentic assessment.
4. Teachers should draw up lesson plans based moral character with regard functions in preparation of RPP is the function of creative, innovative, selective, predictive, communicative, accuracy, achieving goals, and control.

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